

Ferncourt Public School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Ferncourt Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Ruth Turnell

Principal

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School background

School vision statement

At Ferncourt Public School students, parents and teachers work together, sharing responsibility for learning and well-being in a nurturing environment where excellence, high achievement and creativity are fostered, and students inspired to achieve their best.

School context

Ferncourt Public School is located in South Marrickville, alongside the Cooks River. Its heritage buildings have sweeping views across the city and out to Botany Bay. The school has approximately 440 students. We have a dedicated staff with a range of experiences who value collaborative decision-making and staff participation. The school and community have high expectations of students and value the provision of a wide variety of learning opportunities – academic, social, sporting and in the performing and visual arts. Ferncourt focuses on creating a learning environment that is engaging for students whilst continuing to build the capacity of staff. Our goal is to continue to strengthen the culture of our school: one that is supportive, engaging and challenging for our students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

During 2016, the staff of Ferncourt Public School used the School Excellence Framework as a tool to inform, monitor and evaluate our teaching practice. During Teacher Professional Learning (TPL) sessions executive teachers and staff examined the School Plan (2015–2017) to establish strengths and areas for priority in order to continue our path to excellence. In addition, executive teachers and staff collected data to enable the school community to be active stakeholders and catalysts for positive change.

Learning

In the area of Learning, our focus has centred around learning culture, well-being, curriculum and learning, and assessment and reporting. We continue to refine planning and programming to reflect quality teaching and professional practice across the school, providing opportunities for all students to work to and beyond their developmental potential. Our commitment to the Positive Behaviour for Learning (PBL) and the PAVE Programs has provided scope for positive change around well-being, enabling students to learn in a supportive, structured and holistic environment.

Teaching

In the area of Teaching our focus has been on data skills and use, effective classroom practice, learning and development, and professional standards. Staff work collaboratively to interpret data around standardized tests and assessment (PLAN and NAPLAN). Staff undertake collaborative classroom observations and mentoring to ensure effective classroom practice is being achieved. Teachers work in a collaborative environment, reflect on their own practice and that of others, and implement strategies for success. We provide opportunities for staff to research and undertake extra-curricula university study.

Leading

In the area of Leading, focus was trained on the areas of leadership, resources and management practices and processes. We provided opportunities to teachers who aspire to school leadership and provided pathways for teachers to undertake professional learning in areas of expertise. Our strong and diverse school community presented opportunities for our staff and students to participate in a large array of experiences. Our partnerships with external bodies provided access and experiences relevant to our community. Our school is committed to providing resources and opportunities in keeping with the needs of our community. The school's management practices ensure that the school is resourced effectively and within the constraints of budget allocations. .

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

High quality educational practices and student achievement.

Purpose

To improve student learning outcomes through the development and delivery of consistent high quality teaching practice and the systematic implementation of the NSW Syllabus for the Australian curriculum.

Overall summary of progress

Planning and Assessment

The introduction of Focus on Reading (FOR) across the school was supported by three collaborative planning days throughout the year. Teachers new to FOR were supported and mentored by executive staff and teachers who had delivered the program as part of the initial uptake. Training, teaching and learning modules were completed to Phase 2. Also undertaken was a whole school approach to streamlining how we assess comprehension.

Data

Teacher professional learning conducted around writing and spelling further underpinned our commitment to success. Collection and analysis of data was crucial to these processes. The school developed a whole-school focus on the comprehension continuum to inform planning. PLAN data was entered from K-6 across the year. SMART (including NAPLAN) and AEDC data was collected and reviewed.

Learning support

Disability and Aboriginal student individual learning plans were completed. Early Stage 1 PLAN reports were completed. Teacher professional learning around speech therapy, boy's education and a PLAN parent information evening were completed. The Learning Support Team tracked report grades and measured student growth.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Demonstrated growth in assessment in numeracy, literacy, PLAN, NAPLAN and Best Start.	All teams reviewed 2015 milestones and set goals for 2016. In support of these goals staff created assessment tools in Reading, Comprehension, literacy and numeracy and collected and analysed data to ensure successful student performance and consistency.	\$19590.00
Continued use of data as an effective tool for assessment across all facets of school business.	Rigorous data collection and analysis informed practice and assessment and allowed for a high level of consistency and rigor across the whole school. Surveys and data collection informed the development and implementation of strategies crucial to meeting milestones.	
Ensuring learning support students continue to have access to support relevant to their individual needs.	Learning support students were given access to a high degree of initiatives and programs that would support needs relevant to the individual.	

Next Steps

Planning and Assessing

In 2017 staff will review exit reading levels in Stage 1 and 2 and review writing performance across the school. The school will review best practice business intelligence data for literacy and numeracy. Teacher professional learning will take place around writing and spelling.

Data

Data collection will form the basis for a review of writing performance culminating in a whole school discussion around writing. A development stage focus for improvement in writing across genres for inclusion in individual PDPs.

Learning support

The learning support team will continue to track report grades and student growth for identified support students.

Strategic Direction 2

Quality relationships

Purpose

To improve the whole school organisational effectiveness in a positive school community. To improve students social and emotional well-being. To establish more effective partnerships with families and to foster social competencies.

Overall summary of progress

Student welfare and behaviour management

Sound, professional relationships within a school are contingent on all stakeholders belonging to the common cause. To achieve this the approach needs to be child-centred, holistic and relevant. The strategies and programs that allow this to happen at our school are clearly defined and able to reach all. The launch of Positive Behaviour for Learning (PBL) and the implementation of SENTRAL has allowed the school to monitor behaviour with a view to working in a non-punitive and rewarding setting. PBL lessons are shown each week to all classes; describing in detail the types of expected behaviours required. The Student Well-being Framework

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Demonstrated commitment to enhancing student welfare practices and behaviour management strategies through PBL and TPL.	Positive Behaviour for Learning (PBL) launch and surveys. New award system for students implemented. SENTRAL installation and training for teachers. Student welfare policy updated. Baseline data analysed for behavioural referrals.	\$500.00
Delivery of staff training around PAVE – Cool Kids and Friendly Schools. Emphasis on shared understanding of these programs within the whole school community	Implementation of staff training in PAVE. Teacher training in Cool Kids and Friendly Schools. Bounce Back core values shared with the school community via school website and newsletters. Students sought and gave feedback around the composition of Kidsmatter day.	
Delivery of communication through technology to meet the needs of the school community.	Website surveys administered. Implementation of technology to ensure communication throughout the school meeting the needs of all stakeholders.	\$789.00

Next Steps

The school will review the welfare policy in line with policy and the needs of the school community. Further reviews of SENTRAL system to meet the needs of the school. Review of well-being practices to ensure they meet the needs of students and the wider community. A thorough review of website use to ensure current technologies meet the school community expectations.

Strategic Direction 3

Fostering professional growth and leadership capacity

Purpose

To establish policies and practices to build leadership capacity for staff at all levels. To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication empowered leadership and organisational practices.

Overall summary of progress

Engaged communication

In Strategic Direction 3 2016, Ferncourt met all of its term targets and annual milestones. All staff were consulted and trained for the implementation of the school's induction policy. Staff undertook teacher professional learning in the compulsory elements of the induction policy.

Teacher and Executive PDPs

In preparation for the implementation of PDPs, supervisors undertook informal observation of teacher practice and provided feedback and support. Teacher professional development focused on goal setting and classroom observation and the components of professional learning plans. Teachers were observed and given feedback on their practice. Supervisors completed observations in term 3 and provided feedback. Focus was made on differentiation within the classroom setting and in programming. A yearly review of PDPs was undertaken alongside professional teacher learning in strategies for effective learning of spelling.

Collaborative culture

The school undertook collaborative planning sessions throughout the year for forward planning, data analysis and a whole-school focus on literacy. Staff focused on consistent teacher judgment across stages to ensure clarity and transparency in reporting.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Consolidation of engaged communication within the school. Maintaining lines of communication, transparency and best practice. Building stronger collaboration.	All staff reviewed 2015 milestones and set structures for 2016. Staff have embraced the need for efficient communication.	\$2000.00
Review professional development policy and continue the implementation processes and practices.	The staff have continued to meet the expectations around professional development.	
Maintaining the collaborative culture via transparent communication and exemplars of best practice.	Staff continue to work toward best practice models of communication by embracing elements that meet that expectation.	

Next Steps

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Funding was used to facilitate the purchase of resources, specialist programs (Koori Art Project) and experiences for Indigenous students.	\$2121.53
English language proficiency	Funding was used to facilitate, develop and deliver ongoing support in individual and small group settings. In addition to purchases of resources made following the audit process.	\$5929.62
Low level adjustment for disability	Low-level disability funding was used to facilitate, develop and deliver ongoing support in individual and small group settings.	\$11522.06
Socio-economic background	Funding was used to facilitate individual and small group access to educational programs. In addition, evaluation of speech therapy and occupational therapist support for targeted students of disadvantage.	\$10737.05

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	211	214	226	238
Girls	201	215	206	202

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.4	96.9	96.9	96.2
1	94.9	96.8	96.1	95.8
2	94.2	95.4	95.5	96.8
3	95.7	95.4	94.9	96.6
4	94.8	95.9	93.9	95.8
5	96.1	96.5	95.9	96.2
6	94.8	97.2	94.7	96.2
All Years	95.5	96.3	95.5	96.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Parents or caregivers of students who are absent from school are required to submit a letter outlining the nature of the absence. When an absence is unexplained, a letter is sent to the parent/caregiver requesting a reason for the absence. For prolonged, regular and unexplained absences the Home School Liaison Officer works with the school, student and student's family to remedy the situation. An attendance improvement plan is implemented in order to assist the student in achieving greater school attendance.

Class sizes

Class	Total
KE	22
KDL	23
KA	22
1M	22
1S	23
1PS	23
2L	25
2D	24
2R	24
3/4VF	28
3/4S	29
3/4M	30
3/4D	30
4/5C	28
5/6S	29
5/6K	29
5/6B	29

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	14.41
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
Teacher of ESL	0.4
School Administration & Support Staff	3.12
Other Positions	0.16

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2016 Ferncourt Public School did not have an Aboriginal Australian teacher in its workforce.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	36

Professional learning and teacher accreditation

All teaching staff at Ferncourt Public School participate in professional learning on a weekly basis. In 2016, key focus areas covered were the Performance and Development Framework, Focus on Reading (Literacy), Mandatory training (Child Protection, Emergency Care et al), Information Communication Technologies (ICT), Eight Ways for Learning (Aboriginal Education), Positive Behavior for Learning (PBL) and curriculum training and development.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

- Voluntary school contributions are an integral component of Ferncourt's overall funding. Without voluntary contributions from our parent body, the school loses the capacity to adequately fund classroom resources, minor and major improvements and unexpected outlays arising from unforeseen events.

Income	\$
Balance brought forward	231 899.55
Global funds	258 817.27
Tied funds	160 722.62
School & community sources	328 693.49
Interest	4 405.44
Trust receipts	817.50
Canteen	0.00
Total income	985 355.87
Expenditure	
Teaching & learning	
Key learning areas	64 683.23
Excursions	60 770.57
Extracurricular dissections	177 019.52
Library	4 172.92
Training & development	990.26
Tied funds	159 657.63
Short term relief	68 884.04
Administration & office	99 451.41
School-operated canteen	0.00
Utilities	41 460.09
Maintenance	38 597.32
Trust accounts	7 578.91
Capital programs	52 991.36
Total expenditure	776 257.26
Balance carried forward	209 098.61

The information provided in the financial summary includes reporting from <insert date> to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	263 235.19
(2a) Appropriation	215 294.83
(2b) Sale of Goods and Services	1 312.50
(2c) Grants and Contributions	46 508.03
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	119.83
Expenses	-193 406.65
Recurrent Expenses	-193 406.65
(3a) Employee Related	-111 682.11
(3b) Operating Expenses	-81 724.54
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	69 828.54
Balance Carried Forward	69 828.54

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

- Ferncourt Public School's financial management processes and governance structures meet financial policy requirements.
- In 2016, less than expected revenue from voluntary contributions and costs of funding excursions/incursions resulted in a significant loss of revenue.
- Available funds will be used for recurrent, employee-related and general operating expenses.

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	2 678 299.34
Base Per Capita	23 422.40
Base Location	0.00
Other Base	2 654 876.94
Equity Total	164 174.10
Equity Aboriginal	3 722.53
Equity Socio economic	7 886.82
Equity Language	70 335.22
Equity Disability	82 229.53
Targeted Total	32 759.99
Other Total	61 887.11
Grand Total	2 937 120.54

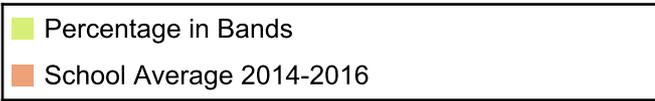
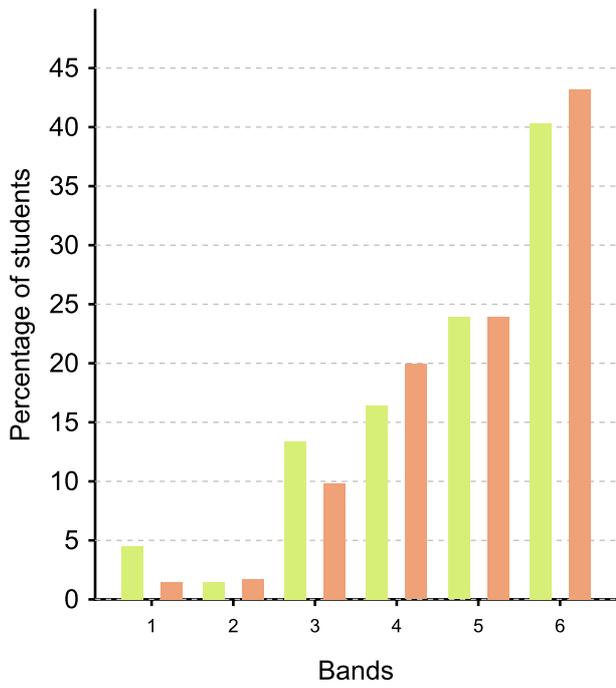
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

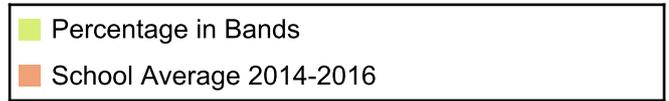
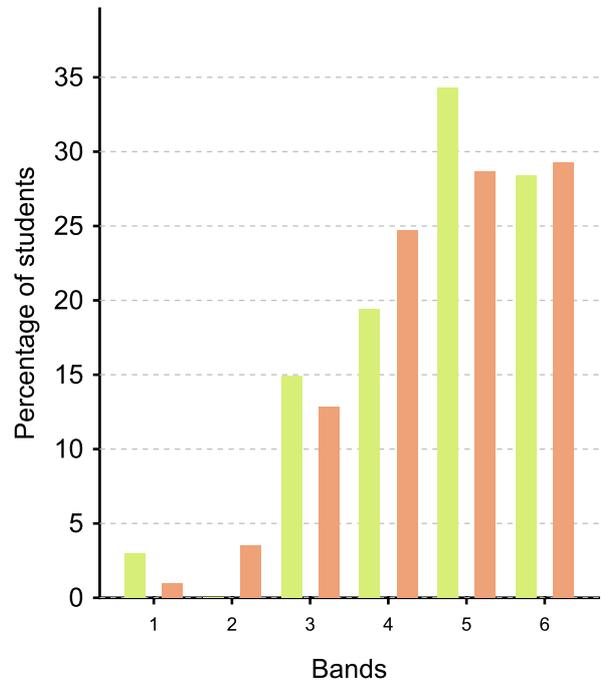
NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

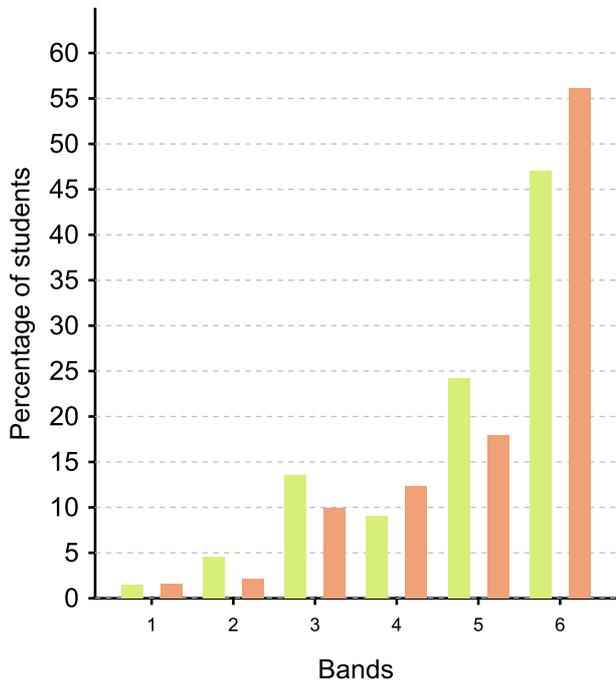
Percentage in bands:
Year 3 Grammar & Punctuation



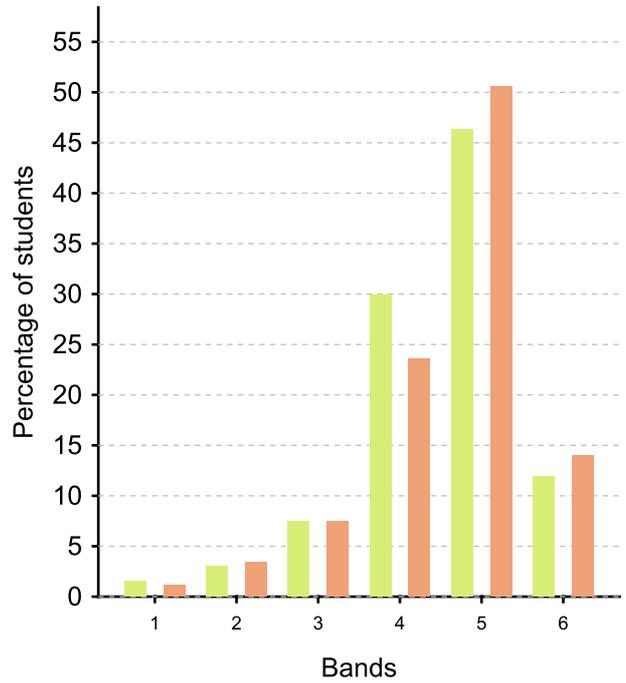
Percentage in bands:
Year 3 Spelling



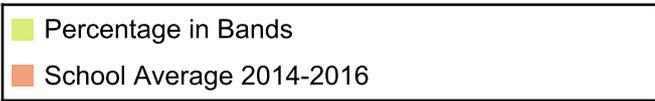
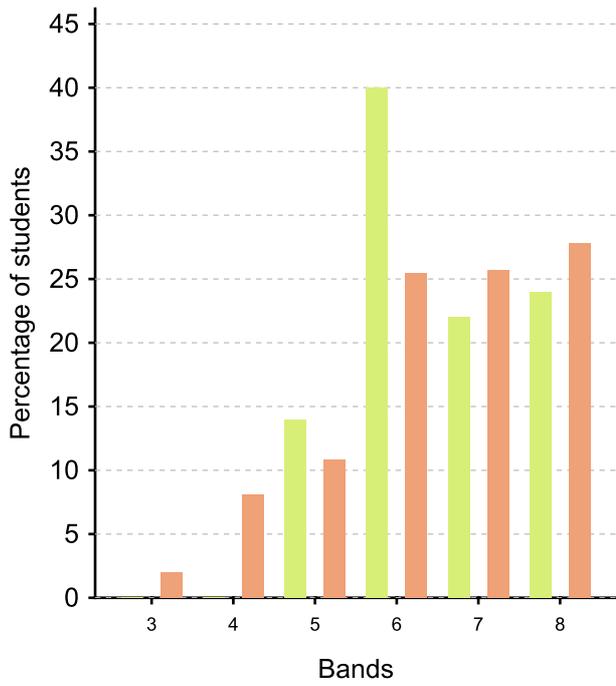
Percentage in bands:
Year 3 Reading



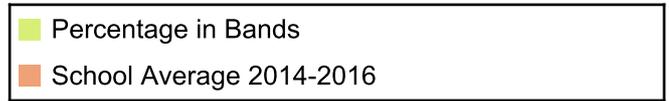
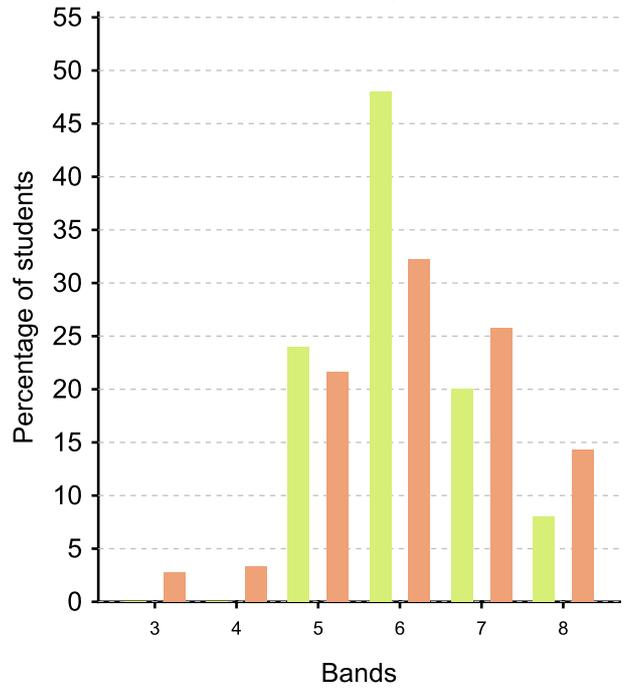
Percentage in bands:
Year 3 Writing



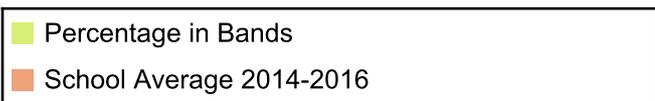
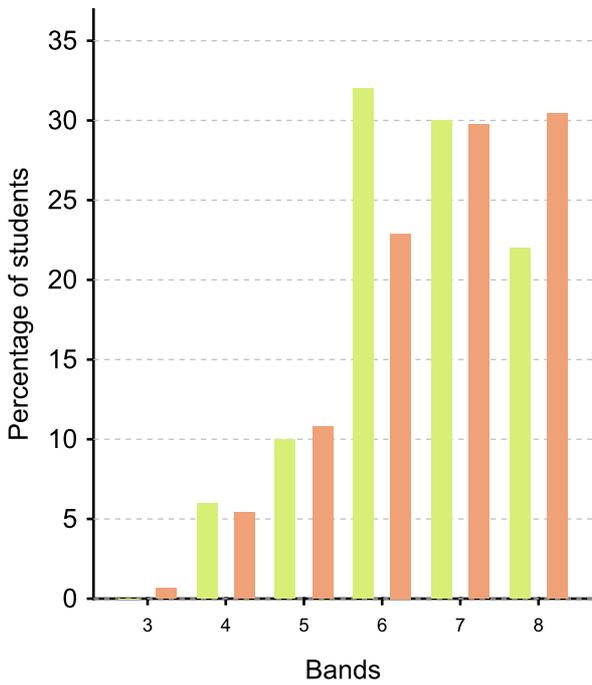
Percentage in bands:
Year 5 Grammar & Punctuation



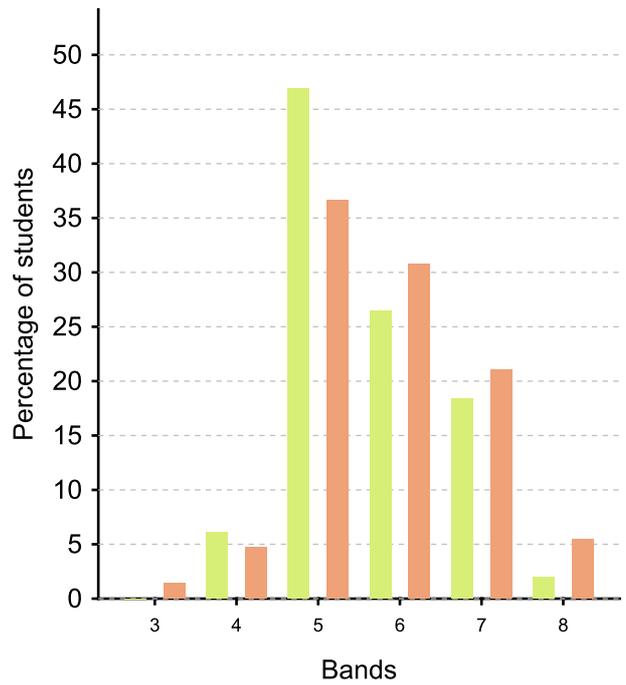
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Parent/caregiver, student, teacher satisfaction

In 2016 Ferncourt Public School sought responses from students, parents and teachers regarding the importance of subject areas and program availability within the school. The survey comprised three statements and was completed by 89 parent/carer and 180 student respondents:

Parent survey (89 respondents)

"Please rate how important you feel the following subjects and programs are to your child's education". The responses are as follows:

Literacy – 98 per cent of respondents believe literacy is extremely important, while two per cent believe it is relevant.

Numeracy – 94 per cent of respondents believe it is extremely important, while six per cent believe it is relevant.

Science & Technology – 84 per cent of respondents believe it is extremely important, 13 per cent believe it is relevant and 3 per cent believe it is somewhat important.

History – 60 per cent of respondents believe it is extremely important, 34 per cent believe it is relevant, five per cent believe it is somewhat important and one per cent unsure.

Geography – 48 per cent of respondents believe it is extremely important, 36 per cent believe it is relevant and five percent believe it is somewhat important.

Creative Arts – 50 per cent of respondents believe it is extremely important, 36 per cent believe it is relevant, two per cent are unsure and two per cent believe it is somewhat important.

Personal Development, Health and Physical Education (PDHPE) – 47 per cent of respondents believe it is extremely important, 37 per cent believe it is relevant and five per cent believe it is somewhat important.

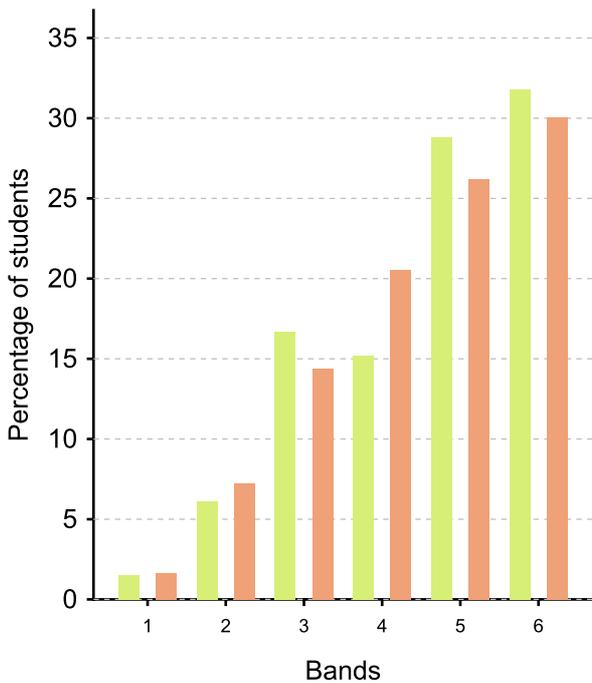
Information Communications Technology (ICT) – 36 per cent of respondents believe it is extremely important, 37 per cent believe it is relevant, 15 per cent are unsure and two per cent believe it is somewhat important.

Homework – 5 per cent of respondents believe it is extremely important, 17 per cent believe it is relevant, 15 per cent are unsure, 30 per cent believe it is somewhat important and 23 per cent believe it is not important.

"Please rate how important the following external programs are to your child's education." The responses are as follows:

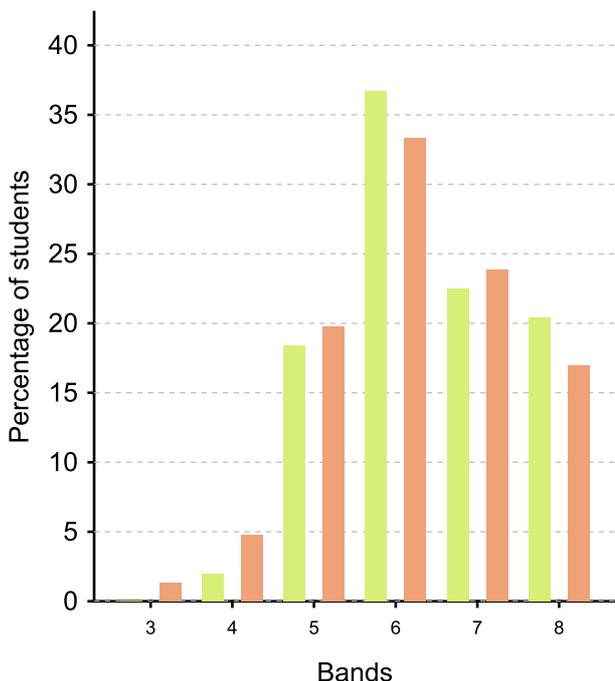
Got Game – 34 per cent of respondents believe it is

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

extremely important, 44 per cent believe it is relevant, two per cent are unsure, nine per cent believe it is somewhat important and one per cent believe it is not important.

Swimming lessons – 37 per cent of respondents believe it is extremely important, 36 per cent believe it is relevant, eight per cent are unsure, eight per cent believe it is somewhat important and one per cent believe it is not important.

Swim Scheme – 35 per cent of respondents believe it is extremely important, 40 per cent believe it is relevant, six per cent are unsure, five per cent believe it is somewhat important and four per cent believe it is not important.

Primary Schools Sporting Association (PSSA) sport – 30 per cent of respondents believe it is extremely important, 45 per cent believe it is relevant, seven per cent are unsure, five per cent believe it is somewhat important and four per cent believe it is not important.

Footsteps – 17 per cent of respondents believe it is extremely important, 47 per cent believe it is relevant, seven per cent are unsure, 13 per cent believe it is somewhat important and six per cent believe it is not important.

"The following programs are parent-funded, however cost the school thousands of dollars each year in unpaid fees. Please indicate if you are willing to continue to fund these programs." The responses are as follows:

Got Game – 91 per cent of respondents would definitely continue to fund this program, 12 per cent were uncertain and three per cent would not wish to fund the program.

Swimming lessons – 84 per cent of respondents would definitely continue to fund this program, five per cent were uncertain and three per cent would not wish to fund the program.

Swim Scheme – 81 per cent of respondents would definitely continue to fund this program, 13 per cent were uncertain and five per cent would not wish to fund the program.

PSSA sport – 86 per cent of respondents would definitely continue to fund this program, eight per cent were uncertain and four per cent would not wish to fund the program.

Footsteps – 74 per cent of respondents would definitely continue to fund this program, 17 per cent were uncertain and seven per cent would not wish to fund the program.

Student survey (190 respondents)

"Please rate how important you feel the following subjects and programs are to your education." The responses are as follows:

Literacy – 44 per cent of respondents believe literacy

is extremely important, 35 per cent believe it is relevant, 11 per cent are unsure and eight per cent believe it is somewhat important.

Numeracy – 65 per cent of respondents believe numeracy is extremely important, 20 per cent believe it is relevant, five per cent are unsure, five per cent believe it is somewhat important and three per cent believe it is not important.

Science & Technology – 41 per cent of respondents believe science & technology is extremely important, 40 per cent believe it is relevant, six per cent are unsure, six per cent believe it is somewhat important and one per cent believe it is not important.

History – 31 per cent of respondents believe history is extremely important, 41 per cent believe it is relevant, 20 per cent are unsure, seven per cent believe it is somewhat important and three per cent believe it is not important.

Geography – 27 per cent of respondents believe geography is extremely important, 41 per cent believe it is relevant, 20 per cent are unsure, seven per cent believe it is somewhat important and three per cent believe it is not important.

Creative Arts – 43 per cent of respondents believe creative arts is extremely important, 28 per cent believe it is relevant, 12 per cent are unsure, ten per cent believe it is somewhat important and five per cent believe it is not important.

Personal Development, Health and Physical Education (PDHPE) – 62 per cent of respondents believe PDHPE is extremely important, 17 per cent believe it is relevant, eight per cent are unsure, seven per cent believe it is somewhat important and three per cent believe it is not important.

Information Communications Technology (ICT) – 33 per cent of respondents believe ICT is extremely important, 30 per cent believe it is relevant, 26 per cent are unsure, six per cent believe it is somewhat important and three per cent believe it is not important.

Homework – 30 per cent of respondents believe homework is extremely important, 27 per cent believe it is relevant, 12 per cent are unsure, 12 per cent believe it is somewhat important and 17 per cent believe it is not important.

"Please rate how important the following external programs are to your education." The responses are as follows:

Got Game – 41 per cent of respondents believe Got Game is extremely important, 36 per cent believe it is relevant, seven per cent are unsure, ten per cent believe it is somewhat important and five per cent believe it is not important.

Swimming lessons – 42 per cent of respondents believe swimming lessons is extremely important, 26 per cent believe it is relevant, 13 per cent are unsure, 13 per cent believe it is somewhat important and five

per cent believe it is not important.

Swim Scheme – 30 per cent of respondents believe swim scheme is extremely important, 20 per cent believe it is relevant, 24 per cent are unsure, eight per cent believe it is somewhat important and 16 per cent believe it is not important.

PSSA sport – 35 per cent of respondents believe PSSA sport is extremely important, 41 per cent believe it is relevant, 12 per cent are unsure, five per cent believe it is somewhat important and four per cent believe it is not important.

Footsteps – 13 per cent of respondents believe Footsteps is extremely important, 20 per cent believe it is relevant, 21 per cent are unsure, 16 per cent believe it is somewhat important and 28 per cent believe it is not important.

PAVe (Preventing Anxiety and Victimisation through education) (72 respondents)

The aim of PAVe is to evaluate the effectiveness of two evidence-based approaches (**Cool Kids – Taking Control** and **Friendly Schools Plus**) to support students who are frequently targeted by bullying in primary schools. Both of these programs aim to reduce bullying behaviour in schools and the associated negative outcomes, such as anxiety and depression. **Bullying was defined for students as when a person or group of people deliberately do things like: make fun of and/or tease someone in a mean and hurtful way; leave someone out on purpose or not allow him/her to join in; or hit, kick or push someone around.** The report evaluates the impact of change over time, factoring the percentages of Ferncourt students who were exposed to each different type of bullying. Being teased and excluded, continued to be the most common experiences of victimisation. Being avoided and experiencing physical bullying was less common, and cyber bullying continued to be the least reported style of bullying in 2016 by students in the PAVe Project. Overall, 12 per cent of students reported repeated exposure to victimisation in 2016 compared to 16 per cent in 2015 and 19 per cent in 2015.

Policy requirements

Aboriginal education

Ferncourt provides support programs for Aboriginal & Torres Strait Islander students on the basis of individual need, in addition to whole school programs relating to indigenous culture. These programs include but are not limited to:

- Individual and group learning programs in literacy and numeracy for Indigenous students
- Group and class programs focused on the teaching and learning of Indigenous perspectives and culture for Indigenous and non-Indigenous students
- The integration of Indigenous content and perspective across the curriculum in literacy, numeracy, science,

geography, digital media, animation, film, documentaries and the visual arts

- The integration of Indigenous content and perspectives in sport and games
- Participation in extra-curricular programs for Indigenous students including Yarn-Up (a transition to secondary school program for developing skills in impromptu speaking, public speaking, debating and positive feedback), and informal and formal family get-togethers
- Pathways for Indigenous students to play extra-curricula team sports by way of scholarship
- Whole-school approach to learning about Indigenous Australian history and culture through the delivery of the curriculum, in addition to the celebration of NAIDOC week, Reconciliation week, Sorry Day and other relevant events throughout the year
- Acknowledgement of Country and the Traditional owners during assemblies and special occasions
- Assistance in applying for and gaining scholarships for Indigenous students to private and sports high schools
- Annual teacher, counsellor and parent meetings to discuss Personalised Learning Pathways (PLPs) for Indigenous students
- Opportunities for students to further themselves in higher-level sporting endeavours, public speaking, the arts and wider curriculum

Multicultural and anti-racism education

Multicultural perspectives are integrated across the curriculum to ensure an inclusive school community and racism-free learning and working environment. Ferncourt continues to support and celebrate the diversity of the Inner West through recognition and participation of culture at special occasions such as Harmony Day, NAIDOC week, Marrickville Festival and the Multicultural Perspectives Public Speaking competition.

Teachers, trained in English as a Second Language (ESL), continue to inspire and support students for whom English is a second language. Students are assisted both in the classroom and in small withdrawal groups.

The school's Anti-Racism Contact Officers, Bonnie Kay and Mathew Dowdell-McPherson, attend training and network meetings to assist in maintaining current knowledge of Anti-Racism policy. The role of the Anti-Racism Officer is to counsel students about racial behaviour when necessary, and to monitor and implement the school's anti-racism practices.